



MARICOPA COUNTY JOB DESCRIPTION

TRANSITION FACILITATOR

MARKET RANGE TITLE: COMMUNITY JUSTICE COORDINATOR

DEPARTMENT: MARICOPA COUNTY EDUCATION SERVICE AGENCY

DIVISION/SECTION/UNIT: EDUCATION INNOVATIONS (LOW ORG 3770)

FLSA STATUS: EXEMPT

CLASSIFIED/UNCLASSIFIED: UNCLASSIFIED/CONTRACT

SALARY: \$18.70 – \$28.65 (38,896 – 59,592)

PURPOSE STATEMENT:

The purpose of the Transitions Facilitator for the *Transforming Juveniles through Successful Transitions (TJST)* program is to *increase the number of juveniles enrolled in public traditional or non-traditional schools on track for high school graduation, college and/or career readiness; decrease recidivism of post-released juveniles through a single case transition Education Career Action Plan (ECAP) to ensure positive affiliations in Education and Career, Hobbies and Recreation, Home and Family and Community and Service; ensure highly effective placement of juveniles in interim Alternative Education Program; and provide a “seamless transition” to long-term placement in comprehensive K-12 schools. Assist with training and preparation of Alternative Education Programs that will decrease juvenile referrals and recidivism.*

PRIMARY INDICATORS/DUTIES:

The Primary Indicators/Descriptors include, but are not limited to:

- 1.0 **Ensuring Successful Transitions for Education and Careers for All TJST Assigned Students (Standard 3):**
 - 1.1 Meets, at regularly-scheduled intervals, with School Administrator, Probation Officers, et al. and staff of affiliated Maricopa Youth Transitions Advisory Council (MYTAC) agencies to assure that student transitions are successful.
 - 1.2 Facilitates the implementation of an effective Transition Plan (ECAP) for each student throughout the transition process including conducting interest inventories aptitudes etc. via Arizona Career Information Systems (AZCIS).
 - 1.3 Assures that student academic transcripts are delivered to an affiliated MYTAC agency and/or Transition destination e.g. High School, Post High School, Employment/Career, etc.

- 1.4 Assists Transition Schools with identifying student academic core standard needs.
- 1.5 Monitors students' progress toward completion of Education and Career goals as developed in the Transition Plan (ECAP)
- 1.6 Provides feedback to students on progress towards attainment of transition goals for education and career.
- 1.7 Notifies parents or guardians of progress towards attainment of transition goals and engage assistance for interventions and additional support to students.
- 1.8 Provides additional support and designs interventions to assist students as needed with achievement of transition goals for education and career.
- 1.9 Provides positive recognition for student progress towards goal attainment and achievement.
- 1.10 Provides incentives and positive recognition to schools for demonstrated success with transitional students

2.0 Ensuring that Each TJST Student has and Maintains a Successful, Positive, and Sustainable Transition to Their Respective Home and Family Relationships (Standard 3):

- 2.1 Facilitates the implementation of an effective Transition Plan (ECAP) for each student throughout the transition process including conducting informal assessments of student and family needs.
- 2.2 Meets, at regularly-scheduled intervals, with students, parents or guardians to assure that student transitions are successful.
- 2.3 Provides assistance to students and families in securing basic necessities (i.e. food, clothing, and safe shelter).
- 2.4 Identifies resources and assists students, parents or guardians in securing mental and behavioral health treatment including substance abuse and social services for assessed needs of students and families.
- 2.5 Provides assistance to students and families to arrange transportation to ensure full participation in treatment and other activities to enhance family engagement in successful transition.
- 2.6 Monitors students' progress toward completion of Home and Family goals as developed in the Transition Plan (ECAP).
- 2.7 Notifies parents or guardians of progress towards attainment of transition goals and engages assistance for interventions and additional support to students.
- 2.8 Provides additional support and designs interventions to assist students and families as needed with achievement of transition goals for home and family.
- 2.9 Provides positive recognition for student and family progress towards goal attainment and achievement.
- 2.10 Provides incentives and positive recognition to treatment and other community partner agencies for demonstrated success with transitional students and their families.

3.0 Ensuring that Each TJST Student Learns, Utilizes, and Sustains Community and Service Resources that will enable him/her to acquire the

Necessary Resources that will assist their successful positive transitions (Standard 6).

- 3.1 Facilitates the implementation of an effective Transition Plan (ECAP) for each student throughout the transition process including incorporating court-ordered conditions of probation/parole for community service as well as conducting interest inventories and readiness assessments for community service.
- 3.2 Meets, at regularly-scheduled intervals, with MYTAC partner agencies providing opportunities for community service, internships and potential employment for students to assure that student transitions are successful.
- 3.3 Continually adds to the menu of community service options for targeted students that educate youth while supporting good causes involving clear norms for responsible behavior facilitated by caring, supportive adults.
- 3.4 Identifies resources and assists students in applying for age-appropriate, safe and healthy service activities to meet probation/parole requirements and to foster a sense of self-worth necessary for healthy development.
- 3.5 Provides assistance to students to arrange transportation to ensure full participation in service activities to meet probation/parole requirements and enhance civic engagement for successful transition.
- 3.6 Monitors students' progress toward completion of Community and Service goals as developed in the Transition Plan (ECAP).
- 3.7 Notifies parents or guardians of progress towards attainment of transition goals and engages assistance for interventions and additional support for students.
- 3.8 Provides additional support and designs interventions to assist students as needed with achievement of transition goals for Community and Service.
- 3.9 Provides positive recognition for student progress towards goal attainment and achievement.
- 3.10 Provides incentives and positive recognition to community service partner agencies for demonstrated success with transitional students.

4.0 Ensuring that Each TJST Student Successfully Utilizes Appropriate Hobbies and Recreation Resources that will Enable Him/Her with Successful and Positive Transitions (Standard 3).

- 4.1 Facilitates the implementation of an effective Transition Plan (ECAP) for each student throughout the transition process including conducting interest inventories aptitudes and other hobbies and recreation interest surveys.
- 4.2 Meets, at regularly-scheduled intervals, with MYTAC partner agencies providing hobby and recreation activities for students to track student attendance, participation and affiliation to assure that student transitions are successful.
- 4.3 Continually adds to the menu of leisure and recreational options for targeted students that provide youth with nurturing, skill building, social/emotional development that impact a range of prevention outcomes.
- 4.4 Identify resources and assist students in enrolling in age-appropriate, safe and healthy recreational activities that impact positive youth development.

- 4.5 Provides assistance to students to arrange transportation to ensure full participation in recreation activities to enhance engagement in successful transition.
- 4.6 Monitors students' progress toward completion of Hobbies and Recreation goals as developed in the Transition Plan (ECAP).
- 4.7 Notifies parents or guardians of progress towards attainment of transition goals and engages assistance for interventions and additional support for students.
- 4.8 Provides additional support and designs interventions to assist students as needed with achievement of transition goals for Hobbies and Recreation.
- 4.9 Provides positive recognition for student progress towards goal attainment and achievement.
- 4.10 Provides incentives and positive recognition to partner community recreational agencies for demonstrated success with transitional students.

5.0 Coordinates with MYTAC agency representatives a "Case Study Transition Cohort Team that will ensure coordination of all support services design to assist each TJST student in becoming successful (Standards 4 & 7).

- 5.1 Convenes a Transition Team (probation/parole officers, teachers, staff, mental & behavioral health professionals, parents, guardians, mentors) and staff from affiliated *Maricopa Youth Transitions Advisory Council (MYTAC) partner agencies* to review the service design plan for students that aligns with the transition plan including probation/parole goals (ECAP) to leverage resources and avoid duplication of services to assure that student transitions are successful.
- 5.2 Meets, at regularly-scheduled intervals, with Transition Team to review and assess progress towards coordination of service activities that promote student transitions success and collaboratively design interventions in the event that the student does not progress.
- 5.3 Provides regular reports as required on student attendance, participation and progress towards goal achievement for each assigned student to all partners involved in the delivery of transition services.
- 5.4 Develops and maintains collaborative relationships with project partners and community agencies to expand opportunities for students and support successful transition.
- 5.5 Identifies and develops work and community service opportunities for assigned youth in alignment with their Transition Plan goals.
- 5.6 Works collaboratively with TJST Program administrators and staff to identify evidence-based practices and resources, provide training for students, families and other constituent stakeholders to support successful transition.
- 5.7 Assists with professional development on transition planning (ECAP) and other evidence-based practices for secure, traditional and non-traditional and alternative education teachers, justice professionals, partner agency personnel and parents.

6.0 Ensuring that transition service delivery is implemented effectively to support TJST student transition success through accountability for

management of resources to achieve TJST program goals and objectives (Standards 6 & 9).

- 6.1 Coordinates with the TJST Program Administrators, Coordinators, staff and affiliate agencies to accomplish the mission, goals and objectives for the effective and efficient transition of youth back to home community.
- 6.2 Participates as a contributing member of the TJST Program Team.
- 6.3 Submits required compliance reports and paperwork associated with the Transition Plan (ECAP) and other student documents required by the TJST Program, county funding and partner agencies.
- 6.4 Participates in program improvement initiatives to enhance the effectiveness of transition services delivery for students and families.
- 6.5 Compiles and reports data for monitoring student progress towards goal achievement and program data requirements for research and evaluation.
- 6.6 Maintains a work schedule that meets the transition service delivery needs of assigned transition students.
- 6.7 Collaboratively plans meeting schedules, celebrations, and other events to support and enhance successful transitions for students and families.

REPORTING STRUCTURE

A. Supervision Received:

- Regional Transition Coordinator

B. Supervision Exercised:

QUALIFICATIONS*

A. Minimum education and/or experience:

- High School Diploma
- Experience in working with youth in schools, justice, community and recreational settings.
- Experience *and demonstrated success* with goal setting and education and career planning
- Experience *and demonstrated success* in working with community partners in promoting positive youth development and providing opportunities for youth.

B. Other combinations of education, experience, or training that may be considered in substitution for the minimum requirements:

C. Preferred education and/or experience:

- Bachelor's Degree in Education, Social Work, Juvenile Justice or related field.
- Arizona Teacher Certification in academic area, or equivalent certification in related field.
- Experience teaching in Traditional and/or Charter High School or equivalent experience in related field.
- Experience teaching and or working in Secure Care Setting or equivalent experience in related field.
- Knowledge and experience with using technology.

D. Knowledge, Skills, and Abilities:

- Belief that all students can succeed, no exceptions; and that it is 'never too late' to change the direction of an individual.
- Demonstrated ability to mobilize community resources to support a student's successful transition back to home and community.
- Knowledge of *and demonstrated success with* community resources that can be employed by youth to positively achieve goals in the areas of Education & Career, Home & Family, Community & Service, and Hobbies & Recreation.
- Demonstrated ability *and success with* developing positive and purposeful relationships with agencies, people and students that lead to measurable student success.
- Demonstrated ability *and success with* utilizing a variety of assessment tools to identify student's strengths and areas in need of support.
- Expertise in holding constituents accountable for results.

E. Specialized training, certifications, or other special requirements:

- Fingerprint Clearance
- Background Clearance
- Driver's License

F. Preferred special requirements:

G. Special working conditions:

*Degrees/credits must be from an academically accredited college or university as recognized by the U.S. Department of Education (USDE) or the Council for Higher Education (CHEA)